



SB 1318:  
Dyslexia Screening and  
Training  
Update 11/5/19

# Dyslexia: Statutory Definition (A.R.S. §15-249)

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**Dyslexia** is a specific learning disorder that is neurological in origin... [and] that typically results from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.





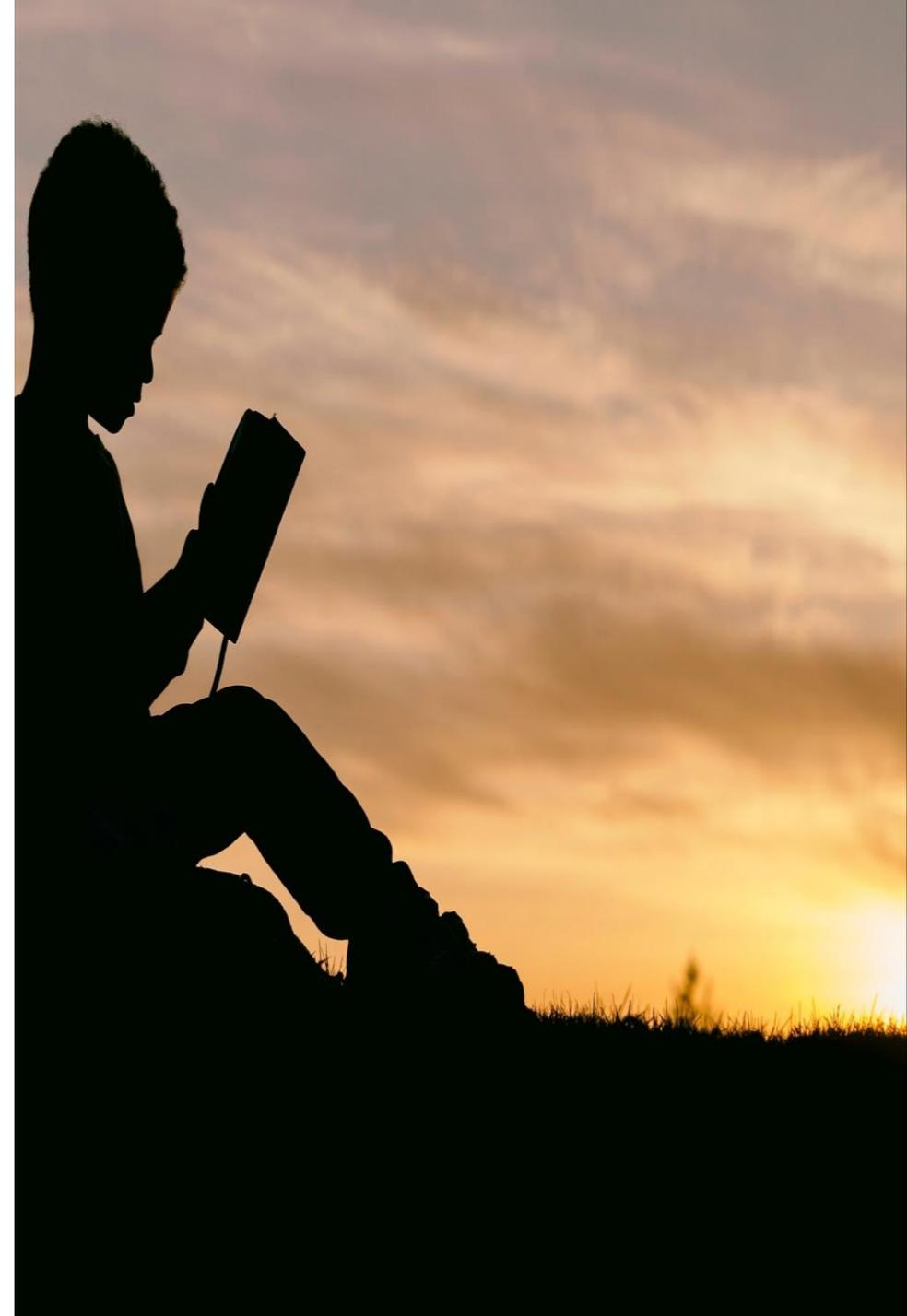
# Dyslexia: Characteristics

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- Family history
- Difficulty learning to speak
- Difficulty with learning the names of letters and numbers
- Difficulty pairing letters and sounds
- Difficulty with accurate and/or fluent word recognition
- Poor spelling
- Poor decoding abilities

# Dyslexia: Secondary Consequences

- Problems with reading comprehension
- Reduced reading experience
  - Reduced vocabulary
  - Reduced background knowledge



# Dyslexia: Myths and Misconceptions

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1. Transposing Letters
2. Visual Impairment
3. Connection to I.Q.
4. Dyslexia Presents the Same Way for All Students



# Dyslexia Legislation: Timeline

**July 2019**

SB 1318 signed into law

**School Year 2020-2021**

All schools screen all K-1 students for characteristics consistent with Dyslexia

**July 2021**

All schools with K-3 students must have at least one teacher who has completed the ADE Dyslexia training

# Dyslexia Legislation: Teacher Training

- At least one K-3 teacher trained at every school by July 2021
- ADE shall create a Dyslexia Specialist position
- Dyslexia Training
  - Legislated Senate Committee Guidance
  - Possible Formats
    - ADE: In-person
    - ADE: Online platform
    - ADE: List of approved vendors

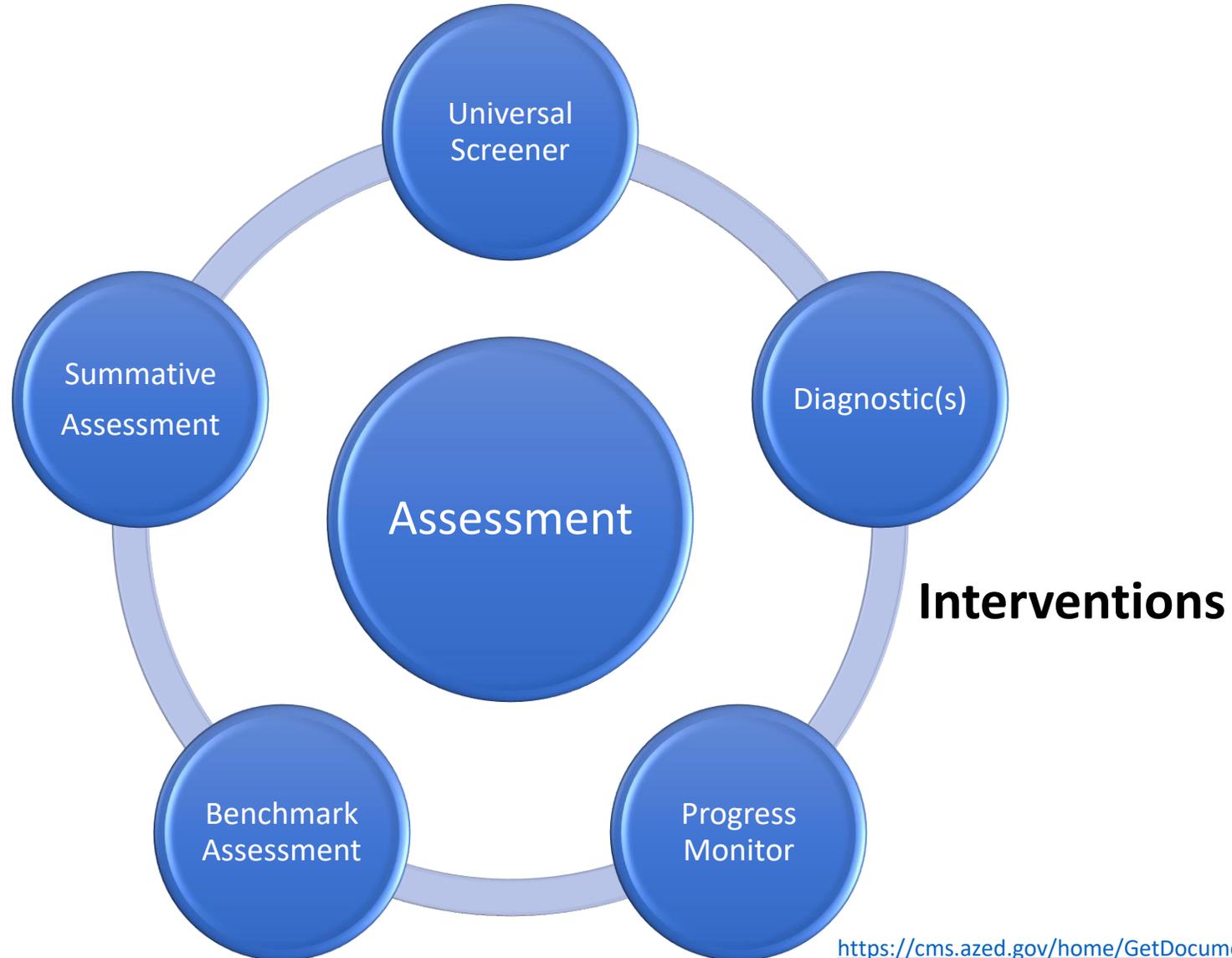


# Dyslexia Legislation: Screening



- All kindergarten and 1st grade students
- Characteristics consistent with Dyslexia
- Parent notification

# Embedding Dyslexia Screening In Move On When Reading (K-3)



# MOWR: Universal Screener

**Universal Screener**: Brief tests focused on broad literacy skills, which are highly predictive of the likelihood of reading at grade level.

Administered: Usually during the first four weeks of the school year and then again as needed.

## Most Commonly Used Universal Screeners

DIBELS 6 <sup>th</sup> /8 <sup>th</sup> & DIBELS Next	Galileo	AIMSWeb	NWEA/MAP
68%	15%	7%	6%

# Common Literacy Screening Elements (K-3)

- Phonemic Awareness
  - Phoneme Isolation (Ex: First Sound) (K)
  - Phoneme Segmentation (K-1)
- Phonics
  - Letter/Sound Recognition (K)
  - Letter/Naming Fluency (K-1)
  - Nonsense Word Fluency (K-3)
- Fluency
  - Oral Reading Fluency (1-3)
  - Oral Reading Accuracy (1-3)
- Comprehension
  - Retell (1-3)
  - CLOZE Reading (2-3)

# Dyslexia Legislation Screening Indicators (K-1)

- Phonological & Phonemic Awareness
- Rapid Naming Skills
- Correspondence Between Sounds & Letters
- Sound-Symbol Recognition
- Nonsense Word Repetition\*

# Dyslexia Legislation: Embedded in MOWR

- Concurrent MOWR and Dyslexia Screening
- Vendor Discussions
  - New Elements Added to Existing Screeners
  - No Extra Cost to Schools
- Concurrent MOWR and Dyslexia Parent Communication





## Parent Communication

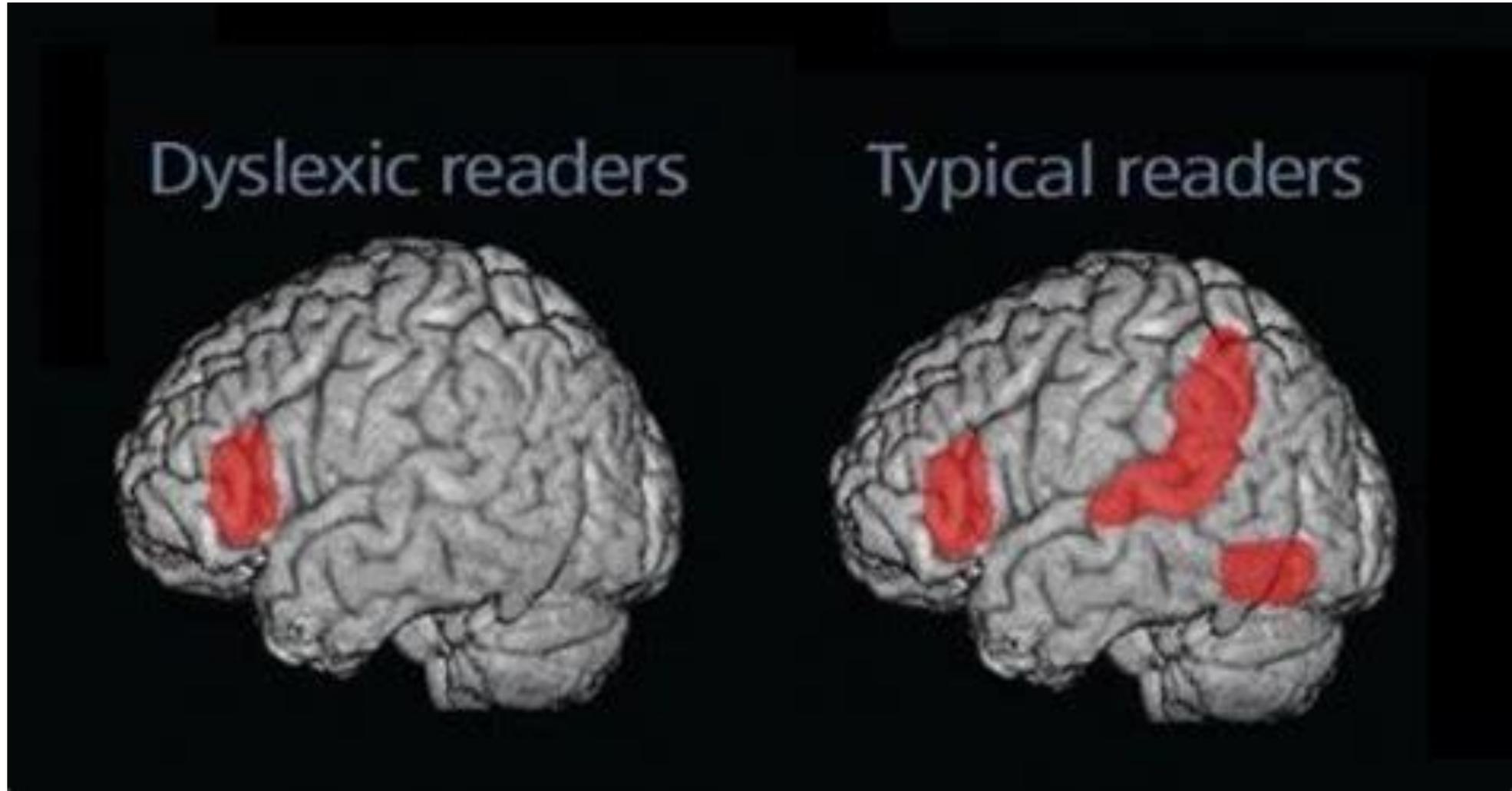
- Specific Areas of Struggle
- Interventions Implemented at School
- Strategies to Use at Home
- Dyslexia Resources
- Potential Timelines

# Multimodal/Multisensory Interventions at School

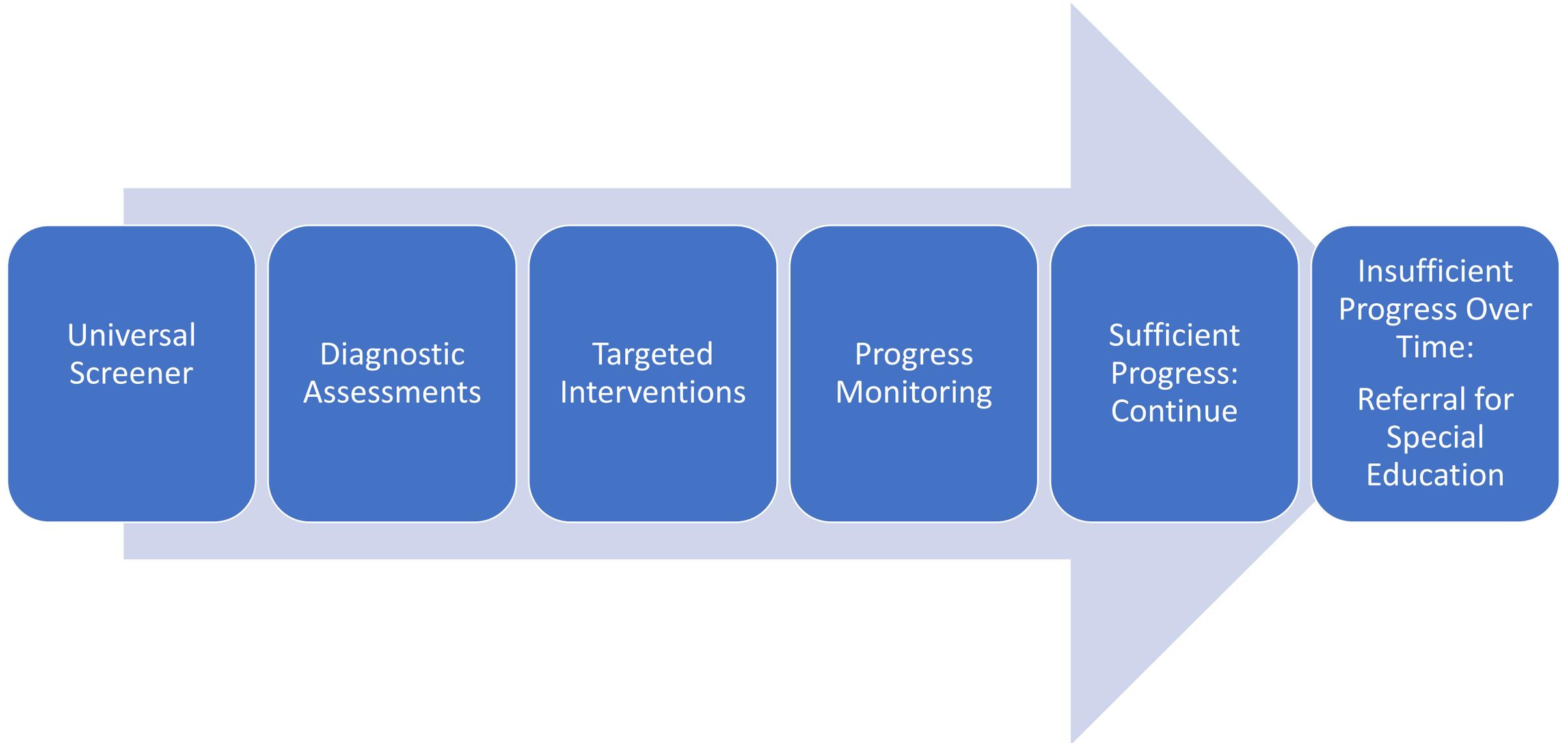


- **Explicit and Systemic Instruction**
  - Clear Goals and Steps
- **Kinesthetic**
  - Physical Routines
- **Speaking**
  - Expressive Language
- **Listening**
  - Receptive Language
- **Reading**
  - Decoding
- **Writing**
  - Encoding

# Multiple Exposures: Building New Synaptic Roads



# Assessment, Intervention, and Referral Process





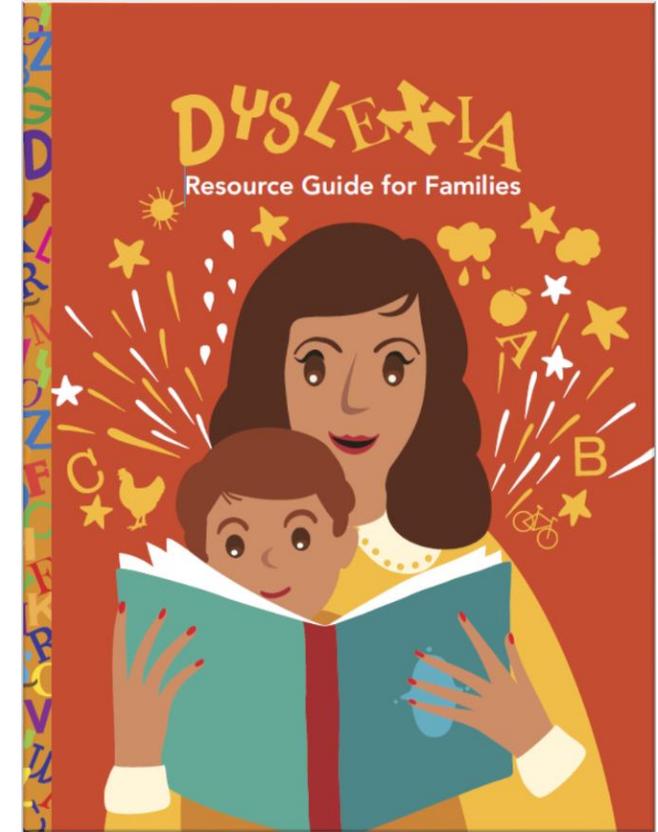
Arizona Department of Education  
Diane M. Douglas, Superintendent of Public Instruction

Arizona Technical Assistance System (AZ-TAS)

## Dyslexia Handbook

A Technical Assistance Document  
to Support Families and Teachers

03/26/2018



# Dyslexia Handbook and Guide

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